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| **CENTER NAME:**  **The Center was not listed in the information in the video but the setting took place in a Preschool classroom.** | **DATE: 1/28/2015** |
| **TARGET CHILD’S NAME or CHILDREN’S NAMES:**  **Samantha and Sara** | **OBSERVER’S NAME:**  **Kayleen Malizzi** |
| **TIME OF OBSERVATION:**  **7:25pm- 7:40pm** | **TYPE (S) OF DEVELOPMENT OF INTEREST:**  **Social/emotional**  **Cognitive** |
| **LOCATION IN ROOM:**  **During Center time or free play.**  **In the construction/ building blocks/ foam blocks center.** | |
| **ANECOTAL OR RUNNING RECORD**  (FACTUAL DESCRIPTION)  Both of the girls started off working individually on their own projects.  Sara was building a castle using colored foam blocks and Samantha was building a tower out of wooden blocks with a platform made of box-card brick blocks. Samantha kept grabbing wooden blocks off the shelf while Sara stuck to what she already had out around her (frequently grabbing colored foam blocks out of the bin sitting next to her. Samantha then ran out of blocks on the shelf and had to walk over and take some of the wooden blocks laying out over next to where Sara was building her castle. The girls kept eying each other as they continued with their actions and kept building. Samantha’s tower kept getting taller and taller, and now Sara was distracted and wanted to watch Samantha Build her tower. Sara handed Samantha more wooden blocks. The girls were now showing signs of teamwork as they continued to build the tower taller and taller. Samantha also got the teachers attention and continued to build on. The two girls kind of got giggly toward the end of center time and the head teacher was giving a countdown warning saying you have two minutes left. Samantha kept trying to reach up to put one more block on the top of her tower but kept missing because it became too tall. Samantha then thought it was time to knock over her tower. She made sure to knock her tower over in the opposite direction from her friend Sara’s castle that was built. Then the head teacher, after the tower was knocked over, switched the lights off and on and started singing the clean-up song. | **COMMENTS**  (INTERPRETATIONS)  The girls really didn’t say too much at all to each other in the beginning of the video.  Toward the middle of the video the girls were saying things like:  Sara: “Your tower is going to fall over and knock my castle down.”  Samantha: kept repeating throughout the video, “It’s getting taller.” “It’s going to fall over.” Also she should a lot of smiling and giggling.  Teachers were giving instructions, and interacting with other classmates in the background until the end of the video.  When it got closer to the end of the video the assistant teacher challenged Samantha by saying, “Your tower is going to fall over if you put another block on.”  The head teacher came over in the end and was giving the whole class instruction to pick up. This was after he smiled and was praising the girls for helping each other build the tower super tall without it falling over. |
| **RECOMMENDATIONS** (FOLLOW UP NEEDED – FURTHER ASSESSMENT, INSTRUCTION OR INTERVENTION)  I believe in these playing opportunities, when children; in this case Samantha and Sara, are playing and interacting in a positive way, using teamwork, and communicating, Teachers should let them continue with what they are working on. The teachers in this video did a great job of praising the girls for their efforts to build a tower without it falling over and also challenging them a bit out of their comfort zones to continue to adding blocks on to the tower even though the tower was about ready to fall/tip over. | |